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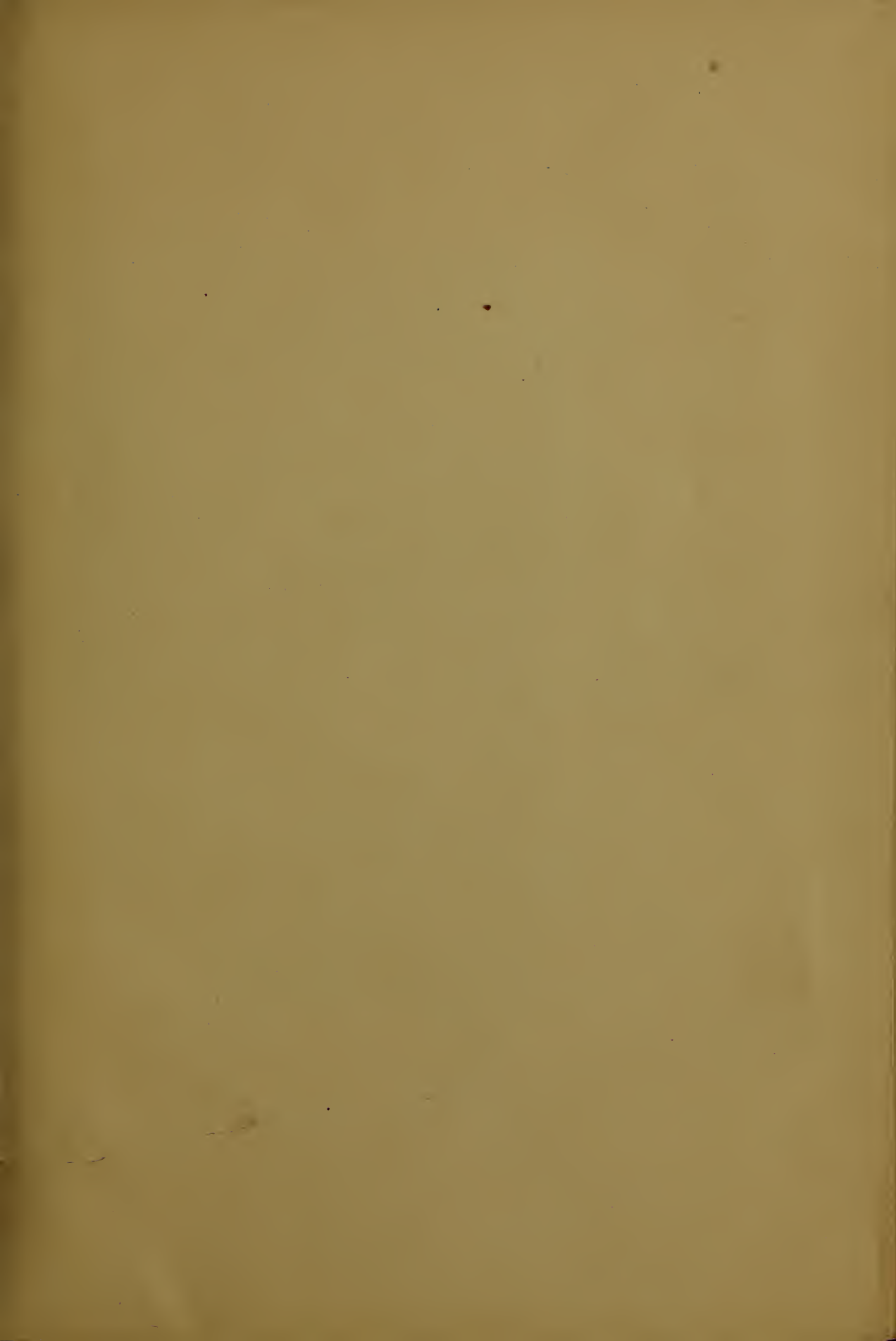
MANUAL
OF
TOPEKA PUBLIC SCHOOLS

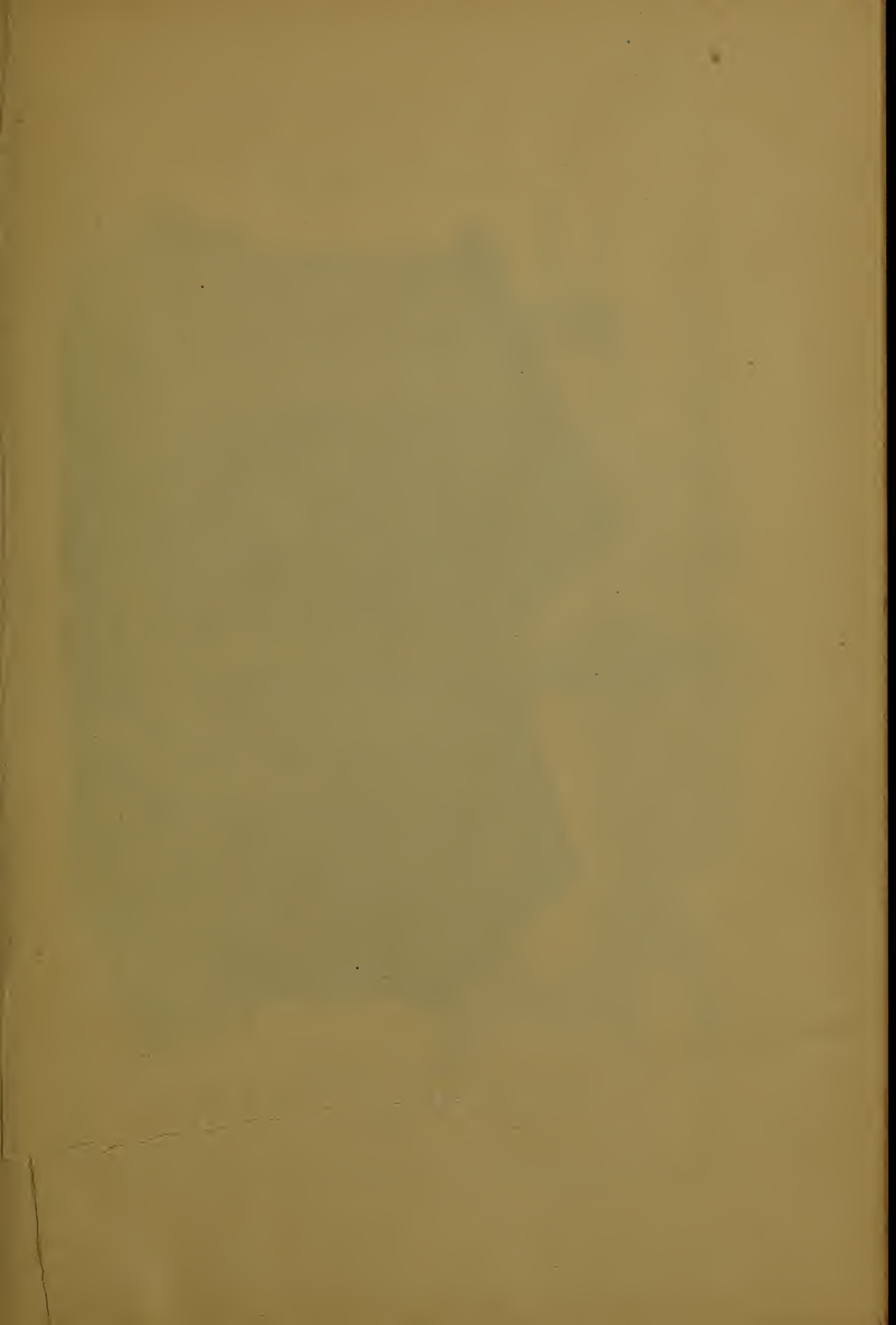


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QUINCY SCHOOL.

MANUAL

OF THE

Public Schools of Topeka

KANSAS.

TOPEKA, KANSAS:
GEO. W. CRANE & CO., PRINTERS AND BINDERS.

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Organization of the Board, For 1885-1886.

OFFICERS.

GEO. S. CHASE, ESQ.....*President.*
 O. C. SKINNER.....*Vice President.*
 H. W. FARNSWORTH.....*Clerk.*
 D. C. TILLOTSON.....*Superintendent.*

MEMBERS.

<i>First Ward</i>	{	DR. S. N. BURGEM.....	Term expires 1886.
		E. BUECHNER.....	" " 1887.
		O. C. SKINNER.....	" " 1888.
<i>Second Ward</i>	{	J. SLOCUM.....	" " 1886.
		C. W. JEWELL.....	" " 1887.
		C. O. KNOWLES.....	" " 1888.
<i>Third Ward</i>	{	J. C. BURNETT.....	" " 1887.
		WM. M. DIGNON.....	" " 1886.
		DR. A. M. CALLAHAM..	" " 1888.
<i>Fourth Ward</i>	{	S. BARNUM.....	" " 1886.
		H. X. DEVENDORF.....	" " 1887.
		GEO. S. CHASE.....	" " 1888.

STANDING COMMITTEES.

Finance.

S. BARNUM, C. W. JEWELL, S. N. BERGEN.

Teachers and Salaries.

O. C. SKINNER, J. C. BURNETT, A. M. CALLAHAM.

Buildings and Grounds.

H. X. DEVENDORF, C. O. KNOWLES, E. BUECHNER.

High School.

C. W. JEWELL, A. M. CALLAHAM, S. BARNUM.

Laws and Regulations.

WM. M. DIGNON, E. BUECHNER, J. SLOCUM.

Text-Books.

S. N. BURGEM, J. SLOCUM, C. O. KNOWLES.

Assignment of Teachers, For 1885-1886.

Lincoln School.

HIGH SCHOOL DEPARTMENT.
PROF. J. E. WILLIAMSON, *Prin.*
MISS ELLA MCGUIRE, *Ass't.*
MISS JENNY A. YOST, *Ass't.*

GRADES.

MISS MORA McCAY, 6.
MISS MARY SHERRILL, 5.
MISS JENNIE BRADBURY, 4.
MISS MAMIE FOSTER,* 3.
MISS ANNIE E. SIMS, 2.
MISS FLORA BUNKER, 1.

Quincy School.

MR. W. E. CRAWFORD, 7, *Prin.*
MISS CLARA BUNKER, 6.
MISS FLORA EDDY, 5.
MISS BELLE BENNETT,* 4.
MISS CLARA FRINK, 3.
MISS DELLA PERKINS,* 3 B, 2 A.
MISS KATE HUKILL, 2.
MRS. KATE E. SMITH, 1.

Grant School.

MISS M. S. MITCHELL, 5, 4 A, *Prin.*
MISS TILLIE ALLEN, 4 B, 3 A.
MISS ANNIE WARD,* 3 B, 2 A.
MISS JULIA E. SMITH, 2 B, 1.

Harrison School.

MR. H. G. LARIMER,* 7, *Prin.*
MRS. J. K. BETHEL, 7.
MISS EMMA SILVER,* 6.
MISS KATE HOGEBOOM, 5.
MISS ELMA NEWBY, 4.
MRS. JENNIE STURGIS, 3.
MISS LIDA MACFERRAN, 2.
MRS. M. C. PRICE, 1.

Polk School.

MISS IDA L. HAMM, 6, *Prin.*
MISS FANNIE MERRITT, 5.
MISS DOLLIE MARTIN,* 4.
MISS SUE R. LOVELL, 3.
MISS ROSA E. MCNEES, 2.
MRS. A. C. MCGUIRE, 1.

Clay School.

MISS MARY HATFIELD, 5, 6 B, *Prin.*
MISS FLORENCE REASONER, 4, 3 A.
MRS. M. S. DIX, 3, 2 A.
MISS MAGGIE NESBAUM, 1, 2 B.

Klein School.

MISS EMMA McCLINTOCK, 4 A, 5, *Prin.*
MISS LAURA STURGIS,* 3 A, 4 B.
MISS LIZZIE GRIDLEY, 2 A, 3 B.
MISS CLARA E. BUNKER, 1, 2 B.

Sumner School.

MISS J. T. CLELLAND, 4, 4 B, *Prin.*
MISS NELLIE SKIDMORE, 2 A, 3.
MISS HELEN SHERRILL, 1, 2 B.

Parkdale School.

MISS E. C. SAMSON, 1, 2 B, *Prin.*
MISS ANNA MUSSEY,* 2 A, 3.

Jackson School.

MR. A. STUDYBAKER, 6, 7 B, *Prin.*
MISS ANNIE MONTEITH,* 4.
MISS DELLA LUDINGTON,* 3, 2 A.
MISS JENNIE CLARKSON,* 1, 2 B.

Madison School.

MR. S. WATKINS, 4 A, 5, *Prin.*
MRS. LULU JAMISON, 3, 4 B.
MISS M. E. MONTGOMERY, 2.
MISS SUE STEVENSON, 1.

Buchanan School.

MR. W. D. DONNELL, 4 A, 5, *Prin.*
MISS JULIA DUNCAN,* 3, 4 B.
MISS HARRIET MCCOY,* 1, 2.

Douglas School.

MR. GEO. W. CABLE, 3, 4, *Prin.*
MRS. DORA WATKINS, 1, 2.

Lane School.

MR. W. J. JOHNSON, 4, 5, *Prin.*
MISS M. E. HAWKINS,* 3, 2 A.
MISS ELLA GLEN, 1, 2 B.

* Former pupils in the Topeka Public Schools.

RULES FOR THE Government of the Board.

ARTICLE I—ORGANIZATION.

SECTION 1. The Board of Education shall, at its regular meeting in August of each year, organize by electing a President and a Vice President from its members, each of whom shall serve for one year, and until his successor is elected and qualified.

SEC. 2. They shall also, at the regular meeting in April of each year, elect a Clerk and Superintendent of City Schools, neither of whom shall be a member of the said board.

SEC. 3. The election of officers shall be by ballot, and a majority vote of all the members of the board shall be necessary to a choice.

ARTICLE II—DUTIES OF PRESIDENT.

SECTION 1. The President shall perform all duties incumbent on him by statute, rigidly enforce the rules, sign all documents ordered executed by the board, present the requisitions of the laws for the government of the schools to the board at the proper time for their action, and perform such other duties as pertain to his office, or shall be enjoined by the board.

ARTICLE III—DUTIES OF VICE PRESIDENT.

SECTION 1. It shall be the duty of the Vice President to perform the duties of the President in case of his absence or disability.

ARTICLE IV—DUTIES OF CLERK.

SECTION 1. The Clerk shall perform all the duties incumbent on him by statute, notify all members of the board of any special meetings of that body, report to the committee

on finance the condition of the school funds whenever required, receive all accounts and bills presented against the board, and deliver the same to the chairman of the committee on finance at least one hour before the meeting of the board at which said accounts and bills may be paid.

SEC. 2. He shall have charge of all the personal property of the board, and attend to the distribution of the same under the supervision of the appropriate committee, and shall be the purchasing agent through whom all articles needed by the public schools or the board, committees or officers, shall be purchased; and it shall be his duty, upon the requisition of the board, committees, or duly authorized officers, to purchase, under such rules as may be prescribed by the board, all articles needed and not otherwise provided for.

SEC. 3. He shall keep an account with each school building in use under the board, showing the expense of maintaining school in said building for each month and for the year.

SEC. 4. He shall be at his office from 2 to 5 P. M., when not absent attending to his official duties, and perform such other duties as may be enjoined upon him by the board.

ARTICLE V—DUTIES OF SUPERINTENDENT.

SECTION 1. The Superintendent of Schools shall act under the advice and direction of the board, and shall have superintendence of all the public schools of this city, and teachers therein. He shall have charge of the distribution to teachers and return by them of the necessary registers and blanks, and prescribe the rules for keeping the same.

SEC. 2. He shall visit and examine all the schools personally, giving attention to their organization, the relations of the several departments in each to the others, the relative labors and duties of the teachers thereof, and modes of securing discipline; and shall direct the teachers to make such changes as will give greater efficiency to the schools. He shall carefully note the methods of instruction used by each of the teachers, and the qualities and adaptations of each teacher for the place assigned; and, whenever he doubts the qualifications, efficiency or fitness of a teacher, he shall report the same distinctly to the committee on teachers and

salaries. He shall see that all teachers are fully employed, and whenever he ascertains that the time of any teacher is not fully occupied, he may make such transfers of teachers and such arrangement of classes as in his judgment may be deemed necessary: *Provided*, That all such transfers shall be reported to the board at the next meeting.

SEC. 3. He shall direct and supervise the details of instruction in all the public schools of this city, and to this end shall assemble all the teachers in a general assembly on the Saturday preceding the opening of schools for the year, and every fourth Saturday thereafter, counting by weeks of school; and on intervening Saturdays he may assemble the teachers of such grades as he desires to meet for a discussion of and instruction in the subjects taught.

SEC. 4. He shall, conjointly with the committee on teachers and salaries, fill all vacancies caused by temporary illness or necessary absence of teachers, and make other temporary arrangements relative to the schools which he may deem proper, and report the same to the board at its next meeting.

SEC. 5. He shall certify the monthly pay-roll of teachers, and supplies needed in instruction shall be furnished only on his order.

SEC. 6. He shall keep himself and the board informed of the school systems of other cities; their organization, modes of government, methods of moral and intellectual education, and the general workings of their systems; and for this purpose shall effect the best arrangement possible for a regular and permanent exchange of reports between this and other school boards.

SEC. 7. He shall see that the rules and regulations are uniformly carried out in all the schools, and always be ready to counsel and advise teachers in matters connected with the schools under their charge. In case of sufficient importance, he may suspend a pupil until the next meeting of the board, when he shall report the matter for final action. He may loan slates, text-books, etc., to indigent pupils, on the account of the board.

SEC. 8. He shall examine for promotion all the pupils in the grades of the city schools at the middle and end of each

school year, and shall examine the classes in the high school at the close of the time allowed for the study of the respective topics. No pupil shall be transferred from one class or grade to another without his consent.

SEC. 9. In the building and alteration of school houses, it shall be his duty to communicate to the committee on buildings such information upon the subject as he may possess, and shall suggest such plans for the same as he may consider best for the health and convenience of pupils and teachers, and most economic to the board.

SEC. 10. He shall keep a record of all meritorious applicants for positions as teachers in our schools, and notify them of the examinations, and shall be chairman of the committee on examination of teachers.

SEC. 11. He shall attend all meetings of the board, and, when requested, those of standing committees, and be at his office from 4 to 5 p. m., school days, unless absent by permission of the board.

SEC. 12. He shall report to the board all cases of absence from or tardiness in attendance upon the exercises of the teachers' meetings; and teachers thus reported shall suffer the same reduction of salaries as is made for like cases of absence from or tardiness at school, unless satisfactorily excused.

SEC. 13. He shall keep a permanent record of the condition of each school for each month and for the year; and on or before the regular meeting in August, he shall make such a report as the board may require.

ARTICLE VI—ORGANIZATION OF COMMITTEES.

SECTION 1. The board shall have the assistance of the following standing committees, of three members each:

1. Committee on Finance.
2. Committee on Buildings and Grounds.
3. Committee on Text-books and Course of Instruction.
4. Committee on High School.
5. Committee on Teachers and Salaries.
6. Committee on School Laws, Rules and Regulations.
7. Committee on Examination of Teachers.

SEC. 2. The committee on examination of teachers shall consist of the Superintendent, and two others elected by the board and not members of the teaching force, unless they hold State certificates from the State Board of Education.

ARTICLE VII—COMMITTEE ON FINANCE.

SECTION 1. It shall be the duty of this committee to meet upon the first Monday of each month, one hour before the time for the meeting of the board, to audit the bills presented against the board, and report the same to the board at that meeting.

SEC. 2. All bills presented for auditing shall be countersigned by the chairman of the proper committee, or the authority that gave the order for the same. Each bill shall specify the school to which the expense should be charged.

SEC. 3. All extra work on buildings erected under contract must be reported to and sanctioned by the board before the bills for such work shall constitute a proper voucher for the officers of the board.

SEC. 4. All matters relating to the obtaining or investing of funds shall be referred to this committee, unless otherwise ordered.

SEC. 5. At the end of each month, this committee shall examine the vouchers upon which warrants have been drawn, to see that they correspond with the warrants issued by the Clerk, and that they have been properly authenticated and canceled.

ARTICLE VIII—COMMITTEE ON BUILDINGS AND GROUNDS.

SECTION 1. It shall be the duty of this committee to have charge of all grounds, buildings and improvements in possession of the board, and of all improvements and repairs ordered by the board; to purchase grounds for school purposes, under the direction and subject to the approval of the board, and to procure plans for new buildings.

SEC. 2. This committee shall report, in March of each year, such plans for the erection and enlargement of school houses as it may deem necessary to meet the demands for school room for the next year.

SEC. 3. This committee shall, in June and December of each year, and oftener if required, examine into the state of improvements belonging to the board, and report what fixtures, painting, repairs or alterations may be required, and furnish an estimate of the cost of the same, and have charge of all matters pertaining to the protection of school property.

SEC. 4. This committee shall recommend janitors to be appointed, and their salaries, and have charge of the same. They may remove any janitor for cause, but shall report such action to the board at their next meeting, for final action.

SEC. 5. This committee may require the assistance of the Superintendent and Clerk.

ARTICLE IX—COMMITTEE ON TEXT-BOOKS AND COURSE OF INSTRUCTION.

SECTION 1. This committee shall recommend such text-books, course of study and apparatus as they may deem advisable, and have charge of the purchase of all text-books and apparatus ordered by the board, and direct the distribution or sale of the same, subject to the orders of the board.

ARTICLE X—COMMITTEE ON HIGH SCHOOL.

SECTION 1. All questions pertaining to the management of or instruction in the high school shall be referred to this committee. They shall visit the school at least once each term, and report the result of their observations to the board, and they may order and conduct any examination therein that they may deem advisable.

ARTICLE XI—COMMITTEE ON TEACHERS AND SALARIES.

SECTION 1. It shall be the duty of this committee to receive and act upon the recommendation of the Superintendent, regarding the appointment of teachers for the schools; to report to the board, at the regular meeting in June, a list of teachers and their salaries for the ensuing year, subject to revision by the board.

SEC. 2. They shall examine the schools throughout the city as carefully as practicable, and report to the Superintendent

any defects in management or instruction that they may notice.

SEC. 3. With the Superintendent, they may suspend any teacher for cause, and report the same to the board at their next meeting.

ARTICLE XII—COMMITTEE ON SCHOOL LAWS, RULES AND REGULATIONS.

SECTION 1. This committee shall, from time to time, and especially at the season for publishing the annual report, prepare such revisions and modifications of the rules and regulations as they may deem expedient and proper, and submit them to the board for action.

ARTICLE XIII—COMMITTEE ON EXAMINATION OF TEACHERS.

SECTION 1. This committee shall hold a public examination of persons desiring to teach in the public schools of Topeka, on the next Monday and Tuesday following the close of schools for the year, and at such other times as the committee on teachers and salaries may direct.

SEC. 2. They shall issue three kinds of certificates, to be known as primary, grammar and principal's certificates. Applicants for a primary certificate shall be examined in methods of instruction and discipline for the first, second, third and fourth grades of our schools, spelling, reading, writing, music, drawing, grammar and composition, geography (excluding physical), physiology and hygiene, arithmetic through simple and compound numbers, fractions, and the computing of percentage and simple interest.

Applicants for a grammar certificate shall be examined in methods of instruction and discipline for the fifth, sixth and seventh grades of our schools, spelling, reading, writing, drawing, music, grammar and composition, geography, physiology and hygiene, arithmetic, U. S. history, book-keeping, natural philosophy.

Applicants for a principal's certificate shall be examined in methods for all the grades, and in the branches required for a grammar certificate; also, English literature, algebra through quadratics, and plane geometry.

SEC. 3. The examinations shall have the same scope as the final examinations on the same topics in the grades or high school. Persons who receive a first-grade certificate shall make an average of not less than 90 per cent, and not less than 70 per cent. in any one branch; persons who receive a second-grade certificate shall make an average of not less than 80 per cent., and not less than 60 per cent. in any one branch: *Provided*, No person shall receive a first-grade certificate without one year's successful experience in the schools of this city, and no person shall receive a first-grade primary certificate who falls below 90 per cent. in methods.

SEC. 4. First-grade certificates shall be valid two years; second-grade, one year.

SEC. 5. The chairman shall keep a complete permanent record of the proceedings of this committee, which shall at all times be subject to the inspection of the board.

ARTICLE XIV—MISCELLANEOUS.

SECTION 1. The board shall hold its regular meetings on the first Monday evening of each month, and the sessions shall commence, from and including October to May, at 7 o'clock; from and including May to October, at 8 o'clock.

SEC. 2. A majority of the board, or of any committee, shall constitute a quorum for the transaction of business, but a smaller number may vote to adjourn or send for absent members.

SEC. 3. The following shall be the order of business at the regular meetings of the board:

1. Roll-call.
2. Reading of minutes.
3. Report of Superintendent.
4. Communications.
5. Reports of standing committees, each committee to be called in the order of its number.
6. Reports of special committees.
7. Unfinished business.
8. New and miscellaneous business.

SEC. 4. Whenever in his opinion it is necessary, the President *may*, and at the written request of three members the

President *shall*, call a special meeting of the board, specifying the particular business for which the call is issued; and no business shall be transacted at the special meeting except that which is specified in the call for the same.

SEC. 5. Any rule may be suspended, for the time being, by unanimous consent.

SEC. 6. Any and all questions arising and not provided for by the rules of the board, shall be decided according to the parliamentary rules and usages governing deliberative bodies.

SEC. 7. None of the foregoing rules shall be repealed or altered unless two-thirds of all the members of the board vote for the repeal or alteration, upon motion made in writing for that purpose at a previous meeting of the board.

SEC. 8. All resolutions and orders of the board contrary to or inconsistent with any of the foregoing rules are hereby repealed.

RULES FOR THE Government of the Schools.

CLASSIFICATION.

SECTION 1. The schools of this city shall consist of high school, grammar and primary departments.

SEC. 2. The primary schools shall consist of four grades, known as first, second, third and fourth.

SEC. 3. The grammar schools shall consist of three grades, known as fifth, sixth and seventh.

SEC. 4. Each grade shall represent one year's work, and be divided into two classes, the higher one called the "A," and the lower one the "B" class.

SEC. 5. The high school shall consist of three classes, known as the junior, middle and senior, and each class shall pursue such studies as the board may direct.

SEC. 6. Any pupil completing the studies required by the board shall receive its diploma, signed by the President of the Board, Chairman of the High School Committee, Superintendent, and Principal of the High School.

SCHOOL YEAR.

SECTION 1. The schools of this city shall open on or before the fourth Monday in September, and continue thirty-six weeks, with such vacations as the board may order from time to time.

HOLIDAYS.

SECTION 1. The schools of this city shall be closed every Saturday and on all legal holidays.

SCHOOL HOURS.

SECTION 1. The morning session of the city schools shall begin at 9 A. M., and close at 12 M. The afternoon session shall

begin at 1:30 p. m., and close at 4:30 p. m. There shall be one general recess of fifteen minutes in the forenoon and the same in the afternoon, counting from the time the pupils leave their seats until they are seated again.

REQUISITES FOR ADMISSION.

SECTION 1. All children who are residents of this city, and who are over seven years old, and not otherwise disqualified, shall be entitled to attend the public schools of this city, when furnished with the necessary slates, books, pencils, etc.

SEC. 2. Any pupil desiring to attend school shall present to his teacher a promotion or demit card from a school of this city. Failing in this, he shall be examined by the principal, under direction of the Superintendent, and enter such class as his examination entitles him to enter.

SEC. 3. Resident pupils in the high school shall pay a tuition fee of \$10 per annum.

SEC. 4. Children of non-residents may be admitted to the grades on paying a tuition of \$2 per month, and to the high school on paying a tuition of \$20 per annum; but any non-resident pupil will be required to withdraw from school whenever the sittings are needed by resident pupils.

SEC. 5. No child shall be received or continued in the public schools, known to be infected with a contagious or epidemic disease, or coming from a family where any such disease exists, and each pupil must furnish satisfactory evidence of successful vaccination.

SEC. 6. Pupils not properly clad, or uncleanly in person, may be sent home to be properly prepared for the school room.

PRINCIPAL TEACHERS.

SECTION 1. It shall be the duty of every principal to be present at least one-half hour before the opening of each session.

SEC. 2. They shall require pupils not to appear in or about the school premises earlier than thirty minutes before the opening of the school, and shall prevent them from collecting in groups in the adjacent streets and alleys, before and after school.

SEC. 3. They shall give personal attention to every part of

the playgrounds during intermission, and shall see that perfect order is maintained by pupils on the stairs and in the halls.

SEC. 4. They shall be responsible for the general discipline of their schools, subject to the Superintendent, and under his direction receive, examine and classify all applicants for admission thereto: *Provided*, That work done in first-class high schools and academies may be honored in our high school.

SEC. 5. They shall have the care of all supplies and apparatus belonging to their respective schools; and, at the close of the school year, they shall return any keys in their possession to the Clerk of the Board, and file with him an inventory of articles used in and belonging to said school.

SEC. 6. They shall adopt such means as seem best, not inconsistent with the rules of the board, for controlling absence and tardiness, and may refer pupils to the Superintendent for insubordination or irregular attendance, and shall make such a report to the Superintendent, not later than the first Saturday succeeding the school month, as he may require.

TEACHERS.

SECTION 1. The tenure of office of all teachers shall be for one year, or during the pleasure of the board; and superior qualifications as to moral character, literary attainments, industry and practical skill, shall be specially regarded in their employment and continuance. They will be expected to have at least 85 per cent. of their pupils ready for promotion at the time of the general examinations.

SEC. 2. No teacher shall be employed in the Topeka public schools without a certificate from the city examining committee or the State Board of Education. But a holder of a State certificate may be required to pass on those branches required for a city certificate and not required for a State certificate.

SEC. 3. They shall devote themselves exclusively to the duties of their schools during school hours, and shall neither present, nor allow presented, any extraneous matter. This shall not prevent the extending of the usual courtesies to visitors. They shall attend faithfully such meetings as may



LINCOLN SCHOOL.

be called by the Superintendent; and for absence from or tardiness at such meetings shall suffer the same deductions from their salaries as are herein provided for absence from or tardiness at school.

SEC. 4. They shall be at their respective rooms at twenty minutes before time to open the session, and give the Principal all proper assistance. Teachers absent from school shall suffer a deduction of one day's pay for each daily absence; and teachers who are not at their rooms at the time specified shall suffer a deduction of one-fourth of a day's pay, unless detained by sickness or some urgent necessity.

SEC. 5. They shall keep such records and make such reports as the Superintendent may require; but the monthly report shall be made out and handed to the principal before leaving the school building on the last Friday evening of the school month.

SEC. 6. They shall award no prizes nor medals to pupils without the consent of the board, and shall receive no presents from pupils during term time.

SEC. 7. They shall read to their pupils, from time to time, so much of the rules as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 8. They shall keep out of their schools all sectarian or partisan questions.

SEC. 9. They shall give special attention to the warming and ventilating of their rooms. The average temperature should be about 70° F.

SEC. 10. Teachers will be held responsible for the control of their respective rooms. They shall avoid haste in discipline, and may apply to the principal or Superintendent for advice or assistance in difficult cases. They may detain pupils after the afternoon session, for cause, not to exceed thirty minutes. Corporal punishment shall not be permitted in the schools of this city except upon the following conditions: Whenever a pupil shall become insubordinate, or refuse to be governed by the rules of the school, it shall be the duty of the teacher in charge of such pupil, or of the principal of the school, as may be deemed best, to report at

once all the facts in the case to the parents or parent of such pupil, and request to be directed, in case the conduct complained of shall be continued, whether the child shall be punished at the school, or sent home under suspension or expulsion, as the Superintendent may direct and the case demand; and such teacher shall thereafter be governed in reference to such child by the directions so received: *Provided*, That this rule shall in no way limit or abridge the power of any teacher to suspend summarily any pupil, at any time, for flagrant misconduct: *And provided further*, That no punishment shall be inflicted in the presence of the school.

SEC. 11. They shall notify parents or guardians, in person or by note, of any case of absence or tardiness not accompanied by a valid excuse. No excuse shall be valid unless for sickness, attendance on the sick, or some equally urgent necessity, or to avoid a needless exposure of health.

SEC. 12. They may, under the direction of the Superintendent, visit other schools for the purpose of observing modes of instruction and control; but such visits shall not occupy more than two half days per year.

SEC. 13. They are expected to regard themselves as responsible for the standing and success of the schools as a whole, and in every way consistent with their other duties to assist in maintaining the discipline, name and character of the schools generally.

PUPILS.

SECTION 1. Pupils shall enter such classes as the principal of the school shall direct, and pursue all the studies of the class unless excused by the Superintendent, and must provide themselves with slates, pencils, text-books, etc., needed in their work.

SEC. 2. All pupils are required to be regular and prompt in their attendance at school. Any pupil entering school after 9 A. M., or 1:30 P. M., is tardy; and all recitations missed by absence or tardiness must be prepared and recited to the teacher.

SEC. 3. Pupils whose absence or tardiness is caused by sickness, attendance on the sick, or some equally urgent neces-

sity, or to prevent unnecessary exposure of health, have a valid excuse, and their deportment will not suffer for the same. Pupils absent with an invalid excuse will be marked zero. A pupil who is tardy with an invalid excuse, will receive one demerit mark for ten minutes or less; two for more than ten and less than twenty; three for more than twenty and less than thirty; over thirty, four. Perfect deportment shall be marked 10.

SEC. 4. It is the duty of pupils who have been tardy or absent to present a written excuse to the teacher on entering, stating the cause of detention, that it may be judged of under the rule. Such notes must be signed by the parent or guardian.

SEC. 5. Pupils shall not enter the school grounds or buildings before the appointed time, or remain after school is dismissed without permission of the teacher. They shall avoid whatever is contrary to good deportment, both at school and on the way going to and coming from school, be respectful at all times, and render implicit obedience to all the requirements of their teachers.

SEC. 6. On written request of parent or guardian, pupils will be allowed not to exceed one-half session per week, to pursue elsewhere studies not in the public-school course.

SEC. 7. No pupil will be excused for any part of a session unless for a reason that would be valid for absence or tardiness.

SEC. 8. Pupils defacing or destroying property of the board, teachers or fellow students, shall make good the same.

SEC. 9. A pupil who is absent four half days, or tardy four times in four consecutive weeks without a valid excuse, plays truant, or leaves school without permission of his teacher, is suspended by his act. For the first offense he may be restored by the principal, but for subsequent offenses only by the Superintendent.

SEC. 10. The Superintendent may suspend a pupil for irregular attendance, violent opposition to authority, conduct or habits tending to compromise the good name of the school, neglecting to repair or replace property chargeable to him, or where the average deportment for four consecutive weeks is

below 75 per cent. When the Superintendent suspends a pupil, he shall forthwith notify the parent or guardian; and, if satisfactory assurances are not given as to the pupil's future course, he shall report the matter to the next meeting of the board for final action.

JANITORS.

SECTION 1. Janitors shall be elected for one year or the pleasure of the board, and shall be responsible to the building committee.

SEC. 2. They are expected to exercise due diligence in protecting and caring for all property under their charge, and have the right to eject any person trespassing on school premises.

SEC. 3. They shall see that all doors and windows are securely closed each evening, and return the keys to the Clerk of the board on demand.

SEC. 4. They shall have all the rooms warmed by 8:30 A. M. They shall ring the first bell from 8:25 to 8:30 A. M., and the second bell from 8:55 to 9 A. M. For the second session they shall ring the first bell from 12:55 to 1 P. M., and the second from 1:25 to 1:30 P. M., and ring bells for recesses as directed by the principal.

SEC. 5. They shall see that fresh water is provided between bells calling to the first session of school and at each intermission.

SEC. 6. Before the opening of school in the fall; and during each vacation, they shall thoroughly wash all wood-work, desks, windows and transoms, inside and outside; thoroughly scrub all floors, stairs, platforms, outhouses and walks; dust all walls and ceilings; and clean up the yard.

SEC. 7. They shall scrub platforms, stairs, and floors of halls monthly, or oftener if necessary; sweep the rooms each day after school, and dust them in the morning; and, as nearly as possible, keep the premises neat and tidy at all times.

Course of Study.

PRIMARY GRADES.

ARITHMETIC.

OUTLINE.

- 1 B.—Write and read numbers to 50; Roman notation to XX; learn from objects to form combinations having the digits for results.
- 1 A.—Learn the combinations of the digits taken two at a time; subtract any digit from any number that will give a digit for the result; write and read numbers to 200; Roman notation to L.
- 2 B.—Drill in addition; subtraction as in 1 A; write and read numbers to four orders; Roman notation to C.
- 2 A.—Subtraction, with practical applications; addition reviewed; write and read numbers to six orders.
- 3 B.—Multiplication, with practical applications, and to division, Thomson's Intellectual Arithmetic.
- 3 A.—Division, with practical applications (use no divisor greater than 60), and to factoring, Thomson's Intellectual Arithmetic.
- 4 B.—Division; factoring and its applications; to reducing of fractions to common denominator, in White's Intermediate Arithmetic; Thomson's Intellectual Arithmetic, same subjects.
- 4 A.—Common fractions, White's Intermediate Arithmetic, and Thomson's Intellectual Arithmetic to chap. VII.

SUGGESTIONS.

1 A.

Drill on these combinations: 1, 2, 3, 2, 1, 3, 1, 3, 4, 6, 3, 5,
 $\begin{matrix} 4 & 2 & 1 & 5, & 7 & 4 & 8 & 3, & 3 & 2 & 6 & 1 & 5, & 9 & 5 & 3 & 7, & 4 & 5 & 6 & 3, & 6 & 8 & 4, & 7 & 9 & 8, & 7 & 9 & 8 & 7 & 8 & 9, \\ 4 & 6 & 7 & 3, & 2 & 5 & 1 & 6, & 7 & 8 & 4 & 9 & 5, & 2 & 6 & 3 & 4, & 8 & 7 & 6 & 9, & 7 & 5 & 9, & 7 & 5 & 6, & 8 & 6, & 8 & 9, & 9, & 9. \end{matrix}$

The above 45 combinations to be mastered; *i. e.*, pupils must know them whether presented to the mind by sight or sound. Pupils of 1 A will be drilled in differences, by taking any digit from any number that will give a digit for the result.

All drill in this work will reduce to one of these formulas: $a+a=x$, $a+x=a$, $x \times a=a$, $a-x=a$, $a-a=x$, $x-a=a$, in which a represents the given numbers and x the required numbers.

2 B.

Review work of 1 A, and drill in adding columns of figures. First use 1s and 2s, introducing the other digits in order, one at a time. For 2 B use three classes of problems: First class, each column to contain four figures; second class, each column to contain six figures; third class, each column to contain eight figures. Each class of problems are to be drilled on thoroughly. Aim to secure accuracy and rapidity.

ILLUSTRATIONS.

Class 1.—Use all the digits in this class:

1	2	3	4	5	6
2122	3123	3412	1234	1246	7134
1112	2131	2123	5123	6421	6735
2222	1312	4444	4512	1351	1376
2221	2233	2121	3451	5136	3213

In reviewing the work of 1 A, the value of the combinations in the adding of columns should be drilled upon thoroughly.

6 9 and 4 are 13 5 is the next figure to be added; 3 and
 3 5 are 8, hence 13 and 5 are 18. 2 is the next to be added;
 8 2 and 8 are 10, hence 18 and 2 are 20. 7 is the next to
 7 be added; 7 and 0 are 7, hence 20 and 7 are 27. 8 is
 2 the next to be added; 7 and 8 are 15, hence 27 and 8
 5 are 35. 3 is the next to be added; 5 and 3 are 8, hence
 4 35 and 3 are 38. 6 is the next to be added; 8 and 6 are
 9 14, hence 38 and 6 are 44.

4.4 The adding of every figure requires a knowledge of the combinations taught in the first grade.

One-half of the time devoted to adding of columns in 2 B can be profitably spent in adding columns of four figures,

and reviewing and extending a knowledge of the combinations of the digits.

Class 2.—

1	2	3	4	5	6
4321	5436	3767	8631	9693	8345
1234	2345	4636	2343	2423	6389
3333	1365	7376	2358	3564	7673
4444	6543	4444	7567	5745	3434
2332	2132	3333	3424	4336	8866
4123	4656	5757	5786	6288	2998

Class 3, is the same as 1 and 2, except eight figures to each column, instead of four or six.

Pupils who really master the problems in class 1 will have little difficulty with the others.

NOTE.—A child who counts dots on the blackboard, his fingers, or other objects, while adding, has not been properly taught.

2 A.

Review the work of 2 B, and be responsible for differences between any simple numbers. Teachers give copious exercises in both mental and written problems involving addition and subtraction.

3 B.

Multiply by 2, then 3, then 23, 22, 33 and 32; next multiply by 4, then 34, 24, 43, 44 and 42; next multiply by 5, then 54, 53, 52, 45, 35, 25, 55; and use the other digits in the same way. This will give seventy-two multipliers, a sufficient number to make a class thorough in the art of multiplying.

3 A.

In short division, use the digits in order as divisors, beginning with 2. Divide all problems in long division into three classes: First, those whose divisor contains no unit figure greater than 5, and the quotient no figure greater than 5; second, those whose divisor contains any digits in units' place, and no quotient figure greater than 5; third, those whose divisor and quotient contains any digit.

Write quotient above the dividend, placing each quotient

figure above the last figure of the partial dividend used, thus:

$$\begin{array}{r} 453 \\ 38 \overline{) 17214} \\ \underline{152} \\ 201 \\ \underline{190} \\ 114 \\ \underline{114} \end{array}$$

4. B.

In teaching L. C. M., follow this rule: Write the numbers in a horizontal line; divide by any number that will divide two or more of them without a remainder, writing the quotients and undivided numbers in a line beneath. Continue the divisions until no number greater than one will divide two or more of the numbers in the last line without a remainder; then multiply together the several divisors and numbers in the last line for the L. C. M.

Omit G. C. D. and factoring, except to learn prime numbers under 100.

Learn to reduce common fractions to their lowest terms, mixed numbers to improper fractions, and improper fractions to mixed numbers.

4 A.

Teach common fractions as numbers. They should never be decomposed, except for illustration. Make but one case of multiplication and one of division of fractions.

ILLUSTRATIONS.

1. To multiply a whole number by a fraction:

$$8 \times \frac{3}{4} = \frac{8}{1} \times \frac{3}{4} = 6.$$

2. To multiply a fraction by a whole number:

$$\frac{2}{9} \times 15 = \frac{2}{9} \times \frac{15}{1} = \frac{10}{3} = 3\frac{1}{3}.$$

3. To multiply a fraction by a fraction:

$$\frac{3}{4} \times \frac{8}{9} = \frac{2}{3}.$$

1. To divide a whole number by a fraction:

$$9 \div \frac{3}{4} = \frac{9}{1} \div \frac{3}{4} = \frac{9}{1} \times \frac{4}{3} = 12.$$

2. To divide a fraction by a whole number:

$$\frac{8}{11} \div 6 = \frac{8}{11} \div \frac{6}{1} = \frac{8}{11} \times \frac{1}{6} = \frac{4}{33}.$$

3. To divide a fraction by a fraction:

$$\frac{9}{10} \div \frac{3}{5} = \frac{9}{10} \times \frac{5}{3} = \frac{3}{2} = 1\frac{1}{2}.$$

In both common and decimal fractions, aim to secure accuracy and rapidity in the fundamental rules.

In third and fourth grades, in solving practical problems requiring more than one result, give the number of steps, the operation involved in each step, and the object of each step.

EXAMPLE.

A little girl had \$1. She bought two spools of thread at ten cents each, and three spools of silk at fifteen cents each. How much had she left?

Solution: There are four steps in this problem.

1. Multiply 10 by 2, to find price of thread.
2. Multiply 15 by 3, to find price of silk.
3. Add price of thread to price of silk, to find price of both.
4. Subtract price of both from 100 cents, to find what was left.

EXAMPLE.

If $5\frac{1}{2}$ lbs. of sugar cost $\$ \frac{2}{3}$, what will $3\frac{2}{3}$ lbs. cost?

Solution: There are two steps in this problem.

1. Divide $\frac{2}{3}$ by $5\frac{1}{2}$ to find the cost of one pound.
2. Multiply the cost of one pound by $3\frac{2}{3}$, to find the cost of $3\frac{2}{3}$ pounds.

READING.

OUTLINE.

- 1 B.—To lesson 30, McGuffey's First Reader (revised edition.)
- 1 A.—To end of text-book.
- 2 B.—To lesson 40, McGuffey's Second Reader (revised edition.)
- 2 A.—To end of text-book.
- 3 B.—To lesson 40, McGuffey's Third Reader (revised edition.)
- 3 A.—To end of text-book.
- 4 B.—To lesson 45, McGuffey's Fourth Reader (revised edition.)
- 4 A.—To end of text-book.

SUGGESTIONS.

Pupils in 1 B learn forty or fifty words from the black-board before commencing the text-book. These words should be selected from the reader in use.

Objects in primary work: learn familiar words at sight, and cultivate a ready and pleasant delivery.

In the intermediate grades, besides the same objects as in primary work, learn the meaning of new words.

Teachers in the primary grades make a special effort to secure correct pronunciation, distinct articulation, and clear tones.

Pupils in third and fourth grades should be drilled as carefully on new words as those in the first and second grades.

Lessons should be *prepared* first and *read* afterwards. As a rule, we read too much and prepare too little.

LANGUAGE.

1 A.

CAPITALS: Teach pupils how to begin sentences and write names of persons.

PUNCTUATION: (1) Teach what mark to place at the end of a statement; (2) what mark to place at the end of a question.

ARRANGEMENT OF WRITTEN WORK: (1) When using cap paper leave a margin of one inch on the left; (2) as a heading for all manuscript use this form:

	School.	
Name of pupil.		Name of teacher.
Pupil's age; class.		Date.
	Subject.	

CHOICE OF WORDS: Learn to use correctly, no, know; here, hear; to, two, too; blue, blew; see, sea; pair, pare, pear; told, tolled; ate, eight.

2 B.

CAPITALS: As in 1 A, and teach pupils how to write names of places and days of the week.

PUNCTUATION: As in 1 A, and teach pupils to set off the name of the person spoken to by commas.

ARRANGEMENT OF WRITTEN WORK: Same as 1 A.

CHOICE OF WORDS: Learn to use correctly, sale, sail; write, right; one, won; son, sun; red, read; steal, steel; by, buy; cent, sent, scent; new, knew; week, weak.

2 A.

CAPITALS: Teach pupils how to write names of persons, places, countries, days, months, and the words "I" and "O". Each pupil should be able to tell why each capital letter is used in lessons LXIV and LXV, McGuffey's Second Reader.

FORM OF WORDS: Teach abbreviations for days and months, and use of Mr. and Mrs.

PUNCTUATION: As in 1 A and 2 B; each pupil should be able to punctuate the name of a person spoken to, whether at either end or in the middle of a sentence.

ARRANGEMENT OF WORK: As before.

PROOF MARKS: Teach the uses of the caret and of the *dele*. The *dele* and the omission indicated by the caret are to be always written on the margin.

CHOICE OF WORDS: Teach correct use of, dear, deer; pane, pain; nun, none; tax, tacks; our, hour; fair, fare; bear, bare; pail, pale; road, rowed, rode; him, hymn; in, inn.

One exercise each week in "talking with the pencil."

3 B.

FORMS OF WORDS: Names that denote one or more than one: 1 (a) Have each pupil prepare a list of names, each meaning one. (b) Have each pupil prepare a list of names, each meaning more than one.

NOTE.—Repeat the above drills until each pupil can distinguish readily between those meaning one and those meaning more than one.

2. **DEFINITIONS:** (a) A name that denotes one is called singular. (b) A name that denotes more than one is called plural.

3. Have pupils prepare a list of singular names, with the plural of each.

NOTE.—Have class observe changes to form plurals.

4. Have each pupil prepare a list of names that form their plural by adding "s" or "es" to the singular.

5. Have each pupil prepare a list of names that form their plural in some other way than by adding "s" or "es" to the singular.

Query: How do most nouns form their plurals?

6. Write the plurals for: (a) baby, lady, party, melody,

sulky, berry, ally, fancy, inquiry, fly; (b) day, tray, stay, chimney, turkey, monkey, ray, alley, essay, donkey; (c) wife, knife, life, sheaf, leaf, thief.

Queries: (a) How do names ending in "y" preceded by a consonant form their plurals? (b) How do names ending in "f" or "fe" form their plurals?

7. Write the plurals for man, óx, woman, child, mouse, tooth, foot, goose, louse, penny.

NOTE.—A class is prepared to leave this subject when they can readily write the singular or the plural of any familiar name.

CAPITALS: As in 2 A, and teach pupils how to write names of Deity.

PUNCTUATION: As in 2 A, and teach to pupils, (1) to insert commas in place of omitted words; (2) to separate a direct quotation from the rest of the sentence by means of commas, unless the quotation ends in some other mark, and to enclose such quotations in quotation marks. Explain to the class the punctuation of the quotations in lessons II, III, IV and V, in McGuffey's Third Reader.

ARRANGEMENT OF WORK: As in 2 A.

PROOF MARKS: As in 2 A, and teach meaning and use of *l. c.*, of *cap.* or \equiv under a letter, and of *set.*

CHOICE OF WORDS: Teach correct use of, be, bee; all, awl; their, there; cells, sells; dyed, died; pray, prey; ought, aught; sore, soar; sight, cite, site; lain, lane; whole, hole; bell, belle; forth, fourth; wood, would.

One exercise each week in "talking with the pencil."

3 A.

FORMS OF WORDS: Review work of 3 B, and names that denote ownership.

1. When I write "the baby's rattle," whose rattle is meant?

When I write "the lady's bonnet," whose bonnet is meant?

When I write "the dog's master," whose master is meant?

When I write "the child's hoop," whose hoop is meant?

When I write "the horse's mane," whose mane is meant?

Query for Class: In the above, how many babies, ladies, dogs, children or horses are meant—one or more?

2. When I write "the babies' rattles," whose rattles are meant?

When I write "the ladies' bonnets," whose bonnets are meant?

When I write "the dogs' master," whose master is meant?

When I write "the children's hoop," whose hoop is meant?

When I write "the horses' manes," whose manes are meant?

Query for Class: In the above, how many babies, ladies, dogs, children or horses are meant—one or more?

Definition: A name that denotes ownership or possession, is called a possessive. Observe—

(a) The possessive of singulars is formed by adding "'s" to the singular.

(b) The possessive of plurals is formed by adding "'" only if the plural ends in "s"; if the plural ends in any other letter than "s," add "'s."

NOTE.—A class is prepared to leave this subject when they can readily write the singular and the plural of familiar names, and the possessive of each.

3. Teach abbreviations of days, months, points of the compass, and States and Territories of the Union.

* CAPITALS: As in 3 B, and the use of each capital in lessons LXVI and LXVII, McGuffey's Third Reader.

PUNCTUATION: As in 3 B.

CHOICE OF WORDS: Teach correct use of "saw" and "seen," "did" and "done," "these" and "those." Learn to use correctly: Rite, right, write, wright; ate, eight; hear, here; pair, pare, pear; sea, see; the, thee; to, two, too; told, tolled; threw, through; so, sew, sow; vail, veil, vale.

PROOF MARKS: Correct all manuscript by means of proof marks. When a paper is returned to a pupil, *every* error should be corrected.

PARTS OF SPEECH: Teach pupils to distinguish nouns, verbs, adjectives, pronouns and prepositions. 3 A will be responsible for these parts of speech in lessons LXIX and LXXI, McGuffey's Third Reader.

COMPOSITION: One exercise each week from pictures, from stories, or from incidents, as directed by the teacher.

4 B.

FORMS OF WORDS: Review the writing of singulars and plurals, and of possessives.

Teach the use of these abbreviations: Acct. or $\%$, agt., bbl., Co., C. O. D., doz., Dr. before or after a name, e. g., Hon., Jr. or Jun, M. D., oz., P. M., P. O., P. S., Rev., St., st., recd., rept., Esq.

Of these signs: A. D., a. m., do., etc., i. e., inst., ult., prox., M., N. B., P. M., viz., vs., \$.

Of these contractions: Ain't, can't, couldn't, e'en, I'll, isn't, o'er, rec'd, rec'pt, shouldn't, tho', 'twill, wouldn't, 'tis, you're, don't, doesn't.

CAPITALS: Teach the use of each capital letter in lessons VI, VII and XXV, McGuffey's Fourth Reader.

PUNCTUATION: As in preceding classes.

CHOICE OF WORDS: Drill on all homonyms whose cognates occur in the daily lessons.

Teach correct use of "went" and "gone," "was" and "were," "is" and "are."

ARRANGEMENT: As in preceding grades, and study these forms for letter writing:

A letter consists of—

1. Address of writer, with date.
2. Address of receiver.
3. Greeting.
4. Body.
5. Subscription.
6. Superscription.

FIRST FORM.

1. TOPEKA, KAS., Oct. 10, 1885.
2. { JAMES BENNETT & Co.,
Baltimore, Md.,
3. SIRS:.....
4. {
.....
.....
.....
5. { Respectfully,
HENRY M. BROWN.

NOTE TO CLASS.— Observe punctuation and use of capitals.

SECOND FORM.

2. { JAMES BENNETT & Co.,
Baltimore, Md.

3. SIRS:.....

4. {
.....
.....
.....

5. { Respectfully,
HENRY M. BROWN.

1. { TOPEKA, KAS.,
Oct. 10, 1885.

THIRD FORM

1. TOPEKA, KAS., Oct. 10, 1885.

3. SIRS:.....

4. {
.....
.....
.....

5. { Respectfully,
HENRY M. BROWN.

2. { To JAMES BENNETT & Co.,
Baltimore, Md.

COMPOSITION: Letter writing, using as subject-matter pictures, stories or incidents designated by the teacher. At least one exercise each week.

PARTS OF SPEECH: Learn to distinguish nouns, pronouns, adjectives, verbs, adverbs and prepositions.

Teach the uses of nouns and pronouns as subjects of verbs, objects of verbs or prepositions, and as possessives.

Classify verbs, as those which take objects and those which do not take objects.

Teach uses of adjectives and adverbs.

The class will be responsible for the parts of speech and their uses in lesson XXVII, McGuffey's Fourth Reader, within the limits above designated.

4 A.

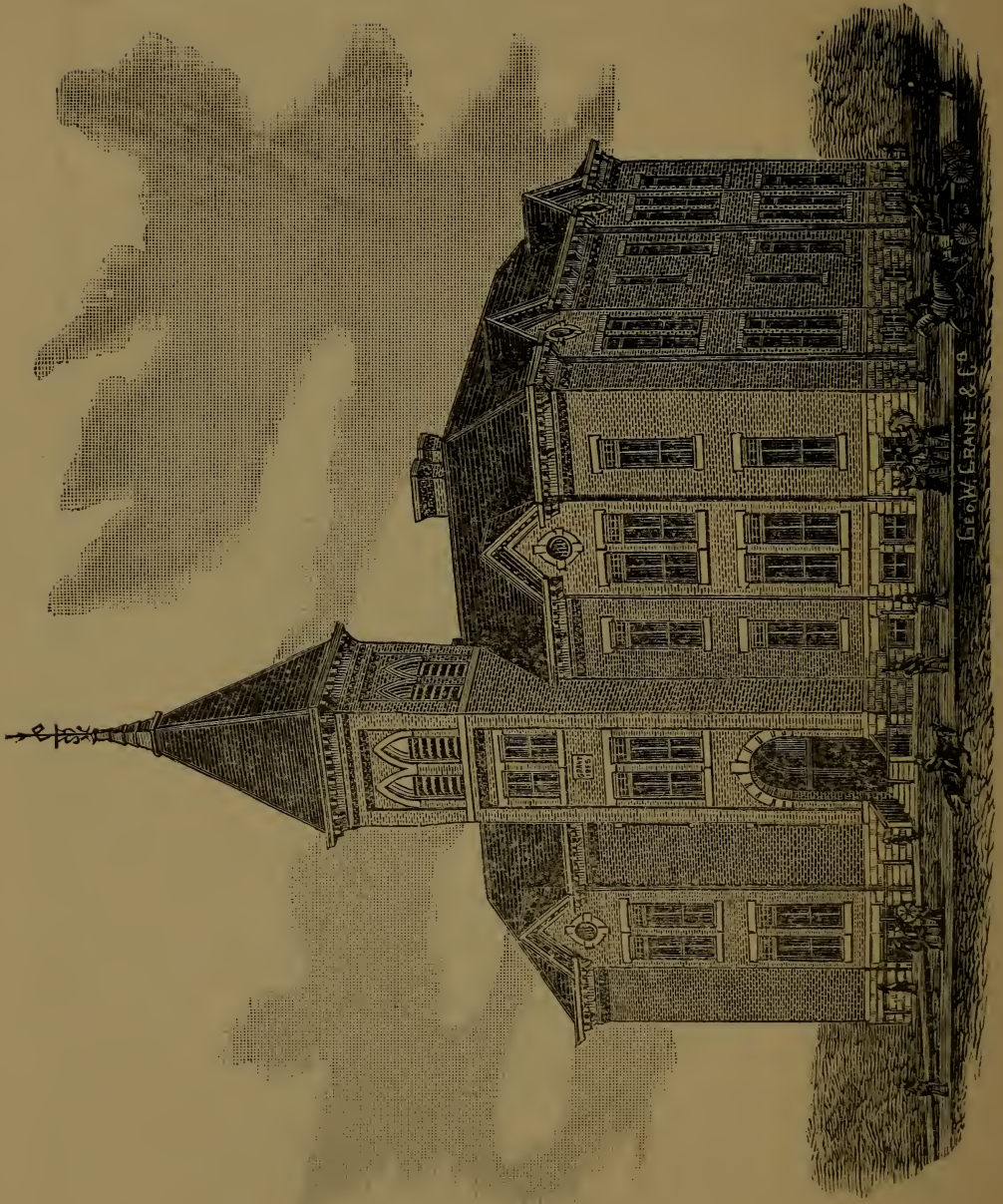
FORMS OF WORDS: Review work of preceding grades.

CAPITALS: Review work of preceding grades.

PUNCTUATION: Review work of preceding grades.

CHOICE OF WORDS: Review work of preceding grades, and drill on the correct use of the following words, pronounced so nearly alike that they are frequently misused :

1. Ac-cept', to receive.
Ex-cept', to leave.
2. Af-fect', to act upon.
Ef-fect', to produce.
3. Ad-vice', counsel.
Ad-vise', to pardon.
4. Dis-sent', to differ from.
De-scent', a going down.
5. De-sert', to run away from.
De-sert', reward.
Des-sert', the after-dinner course.
Des'-ert, a barren region.
6. De-vice', to invent.
De-vice', a design.
7. For'-merly, in former time.
For'-mally, in due form.
8. Em'-i-grate, to leave one's country.
Im'-mi'-grate, to move into a country.
9. Med'-al, a metal reward.
Med'-dle, to interfere.
10. Pa'-tients, sick persons.
Pa'-tience, calmness in trial.
11. Pil'-lar, a column.
Pil'-low, a cushion.
12. Pre'-cede, to go before.
Pro'-ceed, to go forward.
13. Pres'-ence, being present.
Pres'ents, gifts.
14. Sta'-tion-a-ry, fixed.
Sta'-tion-er-y, pens, paper, etc.



GRANT SCHOOL.

COMPOSITION: As in 4 B.

PARTS OF SPEECH: Learn to distinguish all the parts of speech excepting subordinate connectives.

Teach the use of nouns and pronouns as subject of verb, object of verb or preposition, possessive, appositive, attribute.

Teach the use of verbs, as those which are predicates and those which are not predicates.

NOTE.—Consider all verbs as predicates which are not either infinitives or participles.

Classify verbs as in 4 B.

Teach the use of adjectives and adverbs.

This class will be responsible for the part of speech and use of each word in lessons XXVII and LXXXIII, McGuffey's Fourth Reader, within the limits above designated.

DIRECTIONS.

All written work required of pupils should be carefully corrected by the teacher, using proof marks, and returned to pupils to be re-written.

No paper should be received from any pupil unless it represents his best efforts, both as to language and penmanship.

Teachers should frequently converse with their classes about both the *merits* and the *demerits* of the work done.

The teacher will give the class thorough preparatory drill before attempting the reading lessons enumerated in this course.

Do not use the words "infinitive" and "participle" below 6 B. Refer to them as verbs, not predicates.

MODEL FOR GIVING USES OF WORDS.

Sentence: "She saw a glory in each cloud."

Words.	Parts of Speech.	Use.
She	pronoun,	subject of verb "saw."
saw	verb,	predicate to "she."
a	adjective,	modifies "glory."
glory	noun,	object of "saw." [and "saw."
in	preposition,	shows relation between "cloud"
each	adjective,	modifies "cloud."
cloud.	noun.	object of "in."

In the primary, as well as all other grades, keep constantly in mind that the value of a language exercise is conditioned upon its expressing continuity of thought. The forming of detached statements are of little value excepting as they make continuous expression a possibility.

Criticise pupils *after* they have gained sufficient self-confidence to bear it.

In all written composition work, impress upon pupils the value of putting on paper just what they would say in talking.

When a paper has passed through the hands of a teacher, *all* errors should be corrected.

SPELLING.

OUTLINE.

- 1 B.—Spell all words in the first thirty lessons in First Reader.
- 1 A.—Spell all the words in First Reader.
- 2 B.—Spell all the words in first forty lessons of Second Reader.
- 2 A.—Spell all words in Second Reader.
- 3 B.—Be responsible for all the words in the text-books used, for all homonyms whose cognates occur in these limits, and learn to spell names of articles of food and clothing.
- 3 A.—Be responsible for all the words in the text-books used, for all homonyms whose cognates occur in these limits, and learn to spell names of objects in and about the school house and grounds.
- 4 B.—Spell all the words in the text-books used, learn to use the dictionary, and to lesson 36, Reed's Word Lessons.
- 4 A.—Instruction same as in 4 B, and finish part I, Reed's Word Lessons.

SUGGESTIONS.

Each teacher will select daily from the text-books used the list of words her pupils are to spell, and keep the list, date, and the number of pupils who missed each word, if any.

Pupils in first grade will be responsible for the long and short vowel sounds, and their diacritical marking.

The pupils of the second grade will review the work of the first, and be responsible for the occasional vowel sounds and their diacritical marking.

The pupils of the third grade will be responsible for all of the elementary sounds and their diacritical marking. All grades use Webster's notation.

It is recommended that pupils be required to prepare two written lessons, then spell them orally, as a review, continuing that order. A combination of written and oral work is preferable to the exclusive work of either.

In oral spelling, the pupil is expected to pronounce each word distinctly before attempting to spell it, to pronounce each syllable distinctly after spelling it, and, finally, to pronounce the whole word.

Each pupil in fourth grade will supply himself with a copy of Webster's Dictionary.

Primary grades use Topeka Spelling Blank No. 1.

PENMANSHIP.

OUTLINE.

1 B.—Practice on small letters.

1 A.—Should be able to write legibly.

Second grade to be drilled in the proper formation and general analysis of the small letters.

Third grade, continue work of second, and use Eclectic Copy Book No. 1.

Fourth grade, first term, Copy Book No. 2; second term, No. 3.

SUGGESTIONS.

Pupils should not only understand the artistic part of penmanship, but should also be drilled in the ready use of the pen.

Beginning with the second grade, the analysis of letters according to the system in use should be carefully taught in all grades.

Not the amount of practice, but the care used in execution, makes the penman.

MUSIC.

- Grade 1.—Drill at drawing the staff, and at writing whole notes and rests. Practice singing the scale of C from low *si* to *sol*, and exercise within these limits.
- Grade 2.—To lesson 31, in Foote & Slie's Stepping Stone to Singing.
- Grade 3.—From lesson 21 to exercise 78, in Foote & Slie's Stepping Stone to Singing.
- Grade 4.—From exercise 78 to exercise 127, in Foote & Slie's Stepping Stone to Singing.

GEOGRAPHY.

OUTLINE.

- 3 B.—Draw map of county and State.
- 3 A.—Review work of 3 B. Learn the abbreviations for points of the compass and States of the Union.
- 4 B.—To page 74, Swinton's Introductory Geography.
- 4 A.—Finish and review the text-book.

SUGGESTIONS.

In studying the map of the county, locate the cities and villages, public buildings and institutions, railroads, water-courses and municipal townships.

On the map of the State, locate principal cities, State institutions, railroads, water-courses and military posts.

Pupils, in reciting descriptive matter, are expected to express the thought in their own language, but to adhere to the order of topics as given in the text-book.

All map questions should first be recited from the open book, then from memory.

DRAWING.

- 1.—Teach pupils to draw straight lines, and objects composed of such lines.
- 2 B.—Bartholomew's Drawing Book No. 1.
- 2 A.—Bartholomew's Drawing Book No. 2.
- 3 B.—Bartholomew's Drawing Book No. 3.
- 3 A.—Bartholomew's Drawing Book No. 4.
- 4 B.—Bartholomew's Drawing Book No. 5.

4 A.—Bartholomew's Drawing Book No. 6.

Teachers will carefully observe the directions given in the manual accompanying this series of books.

Give two lessons in drawing each week.

RHETORICALS.

1. In each room the teachers will place on the black-board each Monday a sentiment, stanza or paragraph for the school to memorize, and, when possible, discuss during the week.

2. Rhetorical exercises monthly, to consist of recitations, music, and readings from selection, or essays. These exercises should be both profitable and pleasant.

3. The teacher will examine each selection before it is delivered, as he will be held responsible for the character of every selection.

MORALS AND HEALTH.

As opportunity offers, teachers will kindly and definitely instruct pupils in right conduct, and impress upon them the necessity of doing right.

The simpler directions for preserving health and respectable appearance should not be neglected. All pupils should have a clear idea of their value. This will include the effects of alcohol, tobacco and other narcotics (especially tobacco) upon the system.

GRAMMAR GRADES.

ARITHMETIC.

OUTLINE.

5 B.—Decimals; U. S. money; reduction of compound denominate numbers to wood measure. Study all examples in Thomson's Intellectual Arithmetic corresponding to the work in the written arithmetic.

- 5 A.—Finish text-book, omitting interest; and study all the examples in the mental arithmetic corresponding to the subjects in the written arithmetic.
- 6 B.—Simple numbers; factoring; fractions and compound denominate numbers to longitude and time, in White's Complete Arithmetic; study all the examples in the mental arithmetic corresponding to the subjects in the written arithmetic.
- 6 A.—Longitude and time; percentage and its applications, to interest; mental arithmetic as in 6 B.
- 7 B.—Applications of percentage involving time; equation of payments, etc., to ratio; in mental arithmetic, general analysis to lesson 14.
- 7 A.—Finish and review the text-books, both written and mental.

SUGGESTIONS.

Before pupils attempt to perform the division in decimals, require them to locate the decimal point for the quotient, so as to set off as many places immediately to the right of the decimal point in the dividend as there are decimal places in the divisor. Thus:

$$\begin{array}{r}
 (a) \quad 32.5684 \div .632. \qquad \qquad .632 \overline{) 32.5684} \\
 (b) \quad .058342 \div 19.41. \qquad \qquad 19.41 \overline{) .058342} \\
 (c) \quad 21.6398 \div 42. \qquad \qquad \qquad 42. \overline{) 216398} \\
 (d) \quad 86.4 \div 2.563 \qquad \qquad \qquad 2 \ 563 \overline{) 86.400}
 \end{array}$$

Solution of (b):

$$\begin{array}{r}
 \qquad \qquad \qquad .003005+ \\
 19.41 \overline{) .058342} \\
 \underline{5823} \\
 \qquad \qquad \qquad 11200 \\
 \qquad \qquad \qquad \underline{9705} \\
 \qquad \qquad \qquad 1495
 \end{array}$$

Observe: Placing each quotient figure above the last figure of the partial dividend used, arranges the quotient figures in proper order.

The teacher of arithmetic should be satisfied as to three points: Does the pupil understand the problem? Does he know what to do, and why? Can he do it, *i. e.*, perform the work indicated?

EXAMPLE.

What will 834 lbs. of castings cost, at $\$1.37\frac{1}{2}$ per 100 lbs.?

Statement:

Given —

1. Weight of castings, 834 lbs.
2. Cost per cwt., $\$1.37\frac{1}{2}$.

Required —

1. No. of cwt.
2. Cost.

Process:

1. To find No. of cwt., divide 834 by 100.
2. To find cost, multiply $\$1.37\frac{1}{2}$ by No. of cwt.

Work: $100 \overline{)834} \begin{array}{r} 8.34 \\ \underline{800} \\ 340 \\ \underline{300} \\ 400 \\ \underline{400} \\ 400 \end{array}$ — No. of cwt. $\begin{array}{r} 1.375 \\ \underline{8.34} \\ 5500 \\ \underline{4125} \\ 11000 \\ \underline{1146750} \end{array} = \$11.46\frac{3}{4}$ cost.

EXAMPLE.

A cylindrical cistern is 5 ft. in diameter, and 6 ft. 4 in. deep. How many gallons of water will it hold?

Statement:

Given —

1. Diameter of cistern, 5 ft.
2. Depth of cistern, 6 ft. 4 in.

Required —

1. Area of top or bottom of cistern.
2. Cubic contents.
3. No of gallons.

Process:

1. To find area, multiply $\frac{1}{4}$ of diameter squared by 3.1416.
2. To find cubic contents, multiply area of top by depth.
3. To find gallons, divide cubic contents expressed by inches by 231.

Work: [Here perform the operations indicated in solution, as in the first example.]

EXAMPLE.

A commission merchant sold 1,300 barrels of flour at $\$5.75$ per bbl., receiving a commission of $3\frac{1}{2}$ per cent., and invested

the net proceeds in coffee at 28c. per lb., after deducting 2 per cent. for buying. How many lbs. of coffee did he purchase, and what was his entire commission?

Statement:

Given —

1. Barrels of flour, 1,300.
2. Selling price per bbl., \$5.75.
3. Rate of commission for selling, $3\frac{1}{2}$ per cent.
4. Rate of commission for buying, 2 per cent.
5. Cost of coffee per lb., 28c.

Required —

1. Selling price of flour.
2. Commission for selling.
3. Proceeds of sales.
4. Per cent. proceeds of sales is of investment in coffee.
5. Investment in coffee.
6. Commission for buying.
7. Total commission.

Process:

1. To find selling price of flour, multiply \$5.75 by 1,300.
2. To find commission for selling, multiply selling price of flour by .035.
3. To find proceeds of sales, subtract commission from selling price.
4. To find per cent. proceeds of sales is of investment in coffee, add .02 to 1.
5. To find investment in coffee, divide proceeds of sale by 1.02.
6. To find commission for buying, subtract investment in coffee from proceeds of sale.
7. To find total commission, add commission for buying to commission for selling.

Work: [Here perform required operations.]

The above method of handling problems will be required, especially for fifth, sixth and seventh grades, in commercial arithmetic and mensuration.

All problems in percentage to be taught as applications of decimal fractions.

In the Complete Arithmetic, omit pp. 69 and 70; cases 2

and 3, and 3 and 4, in abbreviated processes in multiplication and division, respectively; aliquot parts; probs. 24, 25 and 26, p. 162; the six per cent. method; present worth and its applications; equation of accounts; compound interest; and the appendix, excepting the necessary tables.

All classes will be examined in oral arithmetic at the general examination. Pupils in oral work will use the same phraseology used in written work. Perform operations direct, omitting all useless verbiage.

Work omitted in the grades will be taken up in the high school.

READING.

OUTLINE.

- 5 B.—To lesson 40, McGuffey's Fifth Reader (revised edition.)
- 5 A.—To lesson 80, McGuffey's Fifth Reader (revised edition.)
- 6 B.—Finish and review McGuffey's Fifth Reader (revised edition.)
- 6 A, 7 B and 7 A will read such selections from the English classics as may be designated.

SUGGESTIONS.

Teachers will keep in mind the two-fold aspect of reading, viz., audible—expressing in vocal tones the thoughts of an orator; and silent—the comprehending of a written or printed composition. While the first should receive due attention, the second should be given prominence, especially in advanced classes. No lesson is prepared until the pupil understands the meaning of the author. Hence, a pupil has prepared his reading lesson when he knows the pronunciation of every word, the meaning of every word, and how to express the meaning.

The pupil who has properly prepared his lesson should be able to read so that a listener who had never read it would understand it, and a class with closed books that have properly prepared their lesson should be able to criticise a reader.

SPELLING.

OUTLINE.

- 5 B.—Spell all words in the text-books used, and to lesson 117, Reed's Word Lessons.
- 5 A.—Instructions as in 5 B, and to lesson 150, Reed's Word Lessons. Whenever it is deemed advisable to extend the drills under the rules for spelling and exceptions thereto, the teacher will make lists of words for that purpose.
- 6 B.—Spell all words in text-books used, and to lesson 186, Reed's Word Lessons.
- 6 A.—Spell all words in text-books used, and to lesson 220, Reed's Word Lessons.
- 7 B.—Spell all words in text-books used, and to lesson 256, Reed's Word Lessons.
- 7 A.—Spell all words in text-books used, and finish Reed's Word Lessons.

DIRECTIONS.

Teachers will keep a list of words misspelled, together with the number of pupils who miss.

It is recommended that pupils be required to prepare two written lessons, then spell them orally, as review, continuing that order. A combination of written and oral work is preferable to the exclusive use of either.

In oral spelling, the pupil is expected to pronounce each word distinctly before attempting to spell it, to pronounce each syllable distinctly after spelling it, and, finally, to pronounce the whole word.

Each pupil is expected to supply himself with a copy of Webster's Dictionary.

Grammar grades use Topeka Spelling Blank No. 2.

LANGUAGE.

5 B.

PUNCTUATION: Review work of preceding grades, and learn how to punctuate appositives and phrases.

ARRANGEMENT: As in 4 B and 4 A, and learn the forms for bills and promissory notes.

COMPOSITION: Use as subject-matter pictures, stories, incidents, designated by the teacher. Write a paraphrase of lessons I and XX, McGuffey's Fifth Reader—each paraphrase when completed to be approved by the principal.

CHOICE OF WORDS: (1) Drill on correct use of all homonyms whose cognates occur in daily lessons. (2) As they occur in daily lessons, drill on the correct use of those words which are pronounced so nearly alike as to produce error: Allusion, illusion; elicit, illicit, etc. At least one exercise each week.

PARTS OF SPEECH: Learn to distinguish all the parts of speech. Learn the use of each part of speech, excepting infinitives and participles. Refer to them simply as verbs, not predicates. Give special attention to the uses of connectives. Learn to distinguish phrases and clauses, and learn their use. Learn the use of each word in lesson I, and of each phrase and clause in lesson VII, McGuffey's Fifth Reader.

5 A.

PUNCTUATION: Review work of lower grades, and learn to punctuate independent words and clauses.

CHOICE OF WORDS: (1) Drill on the correct use of all homonyms whose cognates appear in daily lessons. (2) As they occur in daily lessons, drill on the correct use of those words which are pronounced so nearly alike as to produce error: Allusion, illusion; elicit, illicit, etc.

ARRANGEMENT OF WORK: As in 5 B.

COMPOSITION: As in 5 B, but paraphrase lessons XLIII, XLVI, LV and LXVI.

PARTS OF SPEECH: As in 5 B. Give use of each word in lesson XLI, and of each phrase and clause in lessons XLI and LXIX, McGuffey's Fifth Reader. Teach pupils to distinguish between simple, complex and compound sentences.

6 B.

Harvey's English Grammar, revised, to "The verb," p. 72.

Class study the punctuation of and use of capitals in lesson XXXIII, McGuffey's Revised Fifth Reader.

Study use of each word, phrase and clause of lesson LXXX, McGuffey's Revised Fifth Reader.

At least one exercise in composition each week.

6 A.

Grammar through "Etymology."

Class study punctuation of and use of capitals in lesson CXII, McGuffey's Revised Fifth Reader.

Study use of each word, phrase and clause of same lesson.

At least one exercise each week in composition.

7 B.

Syntax to "Rules of syntax." Composition exercise every two weeks.

7 A.

To "Figures of language," and review "Etymology." Composition exercise every two weeks.

SUGGESTIONS.

When possible, all exercises should be supplemented with selections from and references to the reader in use.

Criticise written work with reference to subject-matter, mode of expression, penmanship, punctuation, arrangement on paper

The use of connectives, both coördinate and subordinate, should be given special prominence in all grammar grades.

MODEL FOR GIVING USES OF WORDS.

Sentence: "Flowers can often give thoughts that lie too deep for tears."

<i>Words.</i>	<i>Parts of Speech.</i>	<i>Use.</i>
Flowers	noun,	subject of "can give."
can give	verb,	predicate to "flowers."
often	adverb,	modifies "can give."
thoughts	noun,	object of "can give."
that	relative pronoun,	{ subject of "lie," and connects "that
lie	verb,	lie too deep for tears" to "thoughts."
too	adverb,	predicate to "that."
deep	adverb,	modifies "deep."
for	preposition,	modifies "lie."
tears.	noun.	{ shows relation between "tears" and
		"lie."
		object of "for."

Formal parsing is not required below the sixth grade, but it is expected that pupils will be thoroughly drilled on the use of words in sentences.

Teachers of seventh grade will frequently test the gram-

matical knowledge of their pupils on selections from other text-books used in the grade.

For method of correcting papers, see primary.

GEOGRAPHY.

OUTLINE.

- 5 B.—Study special geography of Minnesota, Iowa, Missouri, Kansas, Nebraska and Dakota.
- 5 A.—To page 42, Swinton's Grammar School Geography.
- 6 B.—To page 85, Swinton's Grammar School Geography
- 6 A.—Finish and review text-book.

SUGGESTIONS.

Pupils, in reciting descriptive matter, are expected to express the thought in their own language, but to adhere to the order of topics as given in the text-book.

Each class will be responsible for the agricultural and mineral products of the regions studied, principal commercial cities, commerce peculiar to each, and principal commercial routes.

At the close of this course, a pupil should be able to draw a creditable map of any State in the Union, or of any continent.

PENMANSHIP.

OUTLINE.

Fifth grade, first term, Copy Book No. 4; second term, No. 5.

Sixth grade, first term, Copy Book No. 6; second term, No. 6½.

7 B.—Copy Book No. 7.

INSTRUCTIONS.

Pupils should not only understand the artistic part of penmanship, but should also be drilled in the ready use of the pen.

In grades below sixth, pupils will write without shading. A thorough analysis of letters should begin with the use of the pen.

Every written exercise should be an exercise in penmanship.

No written work of any kind should be accepted from a pupil unless the penmanship is the best he can do.

MUSIC.

Grade 5.—Be responsible for all suitable exercises in Foote & Slie's Stepping Stone to Singing.

Grade 6.—Be responsible for all musical terms in common use. Learn two new songs each month, at least one of them by note.

Grade 7.—The same as 6; also, be responsible for the theory of transposition.

U. S. HISTORY.

7 B.—History of the Colonies, to the close of the Revolutionary War.

7 A.—History of the Nation, and review, and be responsible for so much of the constitution of the United States as is indicated by the questions in the text-book.

BOOK-KEEPING.

7 A.—Drills in day-book, journal and ledger entries. Pupils be responsible for taking proof-sheet, closing ledger, and making financial statement. *Use only double-entry.*

PHYSIOLOGY.

7 B.—Hutchison's Laws of Health.

DRAWING.

5 B.—Bartholomew's Drawing Book No. 7.

5 A.—Bartholomew's Drawing Book No. 8.

6 B.—Bartholomew's Drawing Book No. 9.

6 A.—Bartholomew's Drawing Book No. 10.

7 B.—Bartholomew's Drawing Book No. 11.

7 A.—Bartholomew's Drawing Book No. 12.

RHETORICALS.

1. In each room the teachers will place on the black-board each Monday a sentiment, stanza or paragraph for the school to memorize, and, when possible, discuss during the week.

2. Rhetorical exercises monthly, to consist of recitations, music, and readings from selection, or essays. These exercises should be both profitable and pleasant.

3. The teacher will examine each selection before it is delivered, as he will be held responsible for the character of every selection.

HIGH SCHOOL COURSES OF STUDY.

JUNIOR.

A.—Arithmetic, six months. Algebra, three months.

B.—Analysis, four and a half months. Rhetoric, four and a half months.

C.—Book-keeping and commercial law, six months. Civil government, three months.

D.—Latin grammar and reader.

E.—Same as B or C.

MIDDLE.

A.—Algebra, six months. Geometry, three months.

B.—General history, six months. Literature, three months.

C.—Natural philosophy.

D.—Cæsar and composition.

E.—Otto's German grammar and reader.

SENIOR.

A.—Geometry, six months. Plane trigonometry, three months.

B.—Literature, six months. Botany or zoölogy, three months.

C.—Chemistry, four and a half months. Physiology, four and a half months.

D.—Virgil and composition.

E.—German grammar and authors.

Regular drills in reading, writing and spelling required of all pupils, and special rhetorical exercises monthly.

No pupil will be permitted to take more than three studies without special permission from the Superintendent.

Pupils in making a choice, will take those studies under A B C, A B D, A B E, A D E or A E C.

After a course has been selected by a pupil, he will not be permitted to change to another without authority from the Board of Education.

Any pupil who passes the examination in the branches of the first year of A B and C, and reading, writing and spelling, shall be entitled to a special certificate signed by the President of the City Board of Education, Superintendent of the City Schools, and Principal of the High School.



GEO. W. CRANE & CO.

HARRISON SCHOOL.

Historical Notes.

By GEO. S. CHASE.

The first settlement on the town site of Topeka was made in November, 1854, by George Boyd, Enoch Chase, J. B. Chase and M. C. Dickey. Mr. Dickey came from the State of Iowa, the other three all hailed from Massachusetts. They met by chance, while *en route* to this State, having no unity of purpose or specially defined programme for the future, except an absorbing interest in the questions then agitating the political horizon concerning the complexion of the new aspirant for place among the sovereignties of the States, and an intense desire to be identified with the success of the Free-State party. Soon after their arrival, and just upon the completion of the cabin which they erected near where Kansas avenue and First street now intersect, they were joined by a large party of other gentlemen, on the same mission as themselves, and among whom were Col. C. K. Holliday, F. W. Giles and D. H. Horne. On December 5th, in this cabin, the organization of the Topeka Association was effected, and officers elected as follows: President, C. K. Holliday; vice president, Enoch Chase; secretary, W. C. Linaker; treasurer, Frye W. Giles.

At this meeting the New England Emigrant Aid Association was represented by Dr. Robinson, (Governor Charles Robinson,) its Western agent. That the founders of the new Free-State town, that was destined to exert so great an influence in the fast approaching political contest, did not forget the proverbial New England instinct for public education, amid the trials and hardships of the frontier, is abundantly evidenced by the fact that one of the first provisions in an arrangement entered into between them and Dr. Robinson, on behalf of the New England Emigrant Aid Association, at

the time the Topeka Association was formed, was that a given number of lots should be donated to the New England Company, in consideration of which the latter was to erect, upon the request of the Topeka Association, and at such times as they might be required, two school buildings, for the use of the public schools of this city. While this provision and donation were formally accepted by the Aid Association, the provisions of the contract were not carried out by them for several years. However, in 1857 a small two-story brick building was erected, fronting north on Fifth street, in the rear of the lots now occupied by Mr. Jacob Smith's residence. This building was used continuously for many years afterwards for schools, during the week, and for public worship on Sundays. This building, however, soon became entirely inadequate to the demands of the growing town, and private schools were from time to time established. The next public school established, probably in 1859, occupied the first floor of a two-story building, standing on the rear of lot 309 Kansas avenue, and known as the "Old Pressed Brick," from the material of which it was built. This building is still standing, and constitutes the rear portion of the building since erected upon the lot mentioned.

The first building erected by the city for school purposes was the Harrison school, which was erected in 1865, upon a site donated for that purpose by the Topeka Association in 1856. Upon the completion of this building, the schools of the city were organized upon a more systematic plan, with Prof. C. H. Haynes as superintendent. Prof. Haynes had been in charge of the city schools for some time before, but they were somewhat disorganized for want of room, all the higher grades having been, for over a year, crowded together in the upper south room of the old Gale block, now a part of Crawford's opera house.

From this time on, the school population of Topeka, her needs, and the embarrassments of her school commissioners, grew with perplexing rapidity. It seemed impossible, under existing laws, to provide adequate accommodations for the increasing number of school children.

In 1868 the law, practically as at present existing, was en-

acted, and a somewhat more liberal support of the schools became possible. The following buildings have since been erected, at the costs indicated :

Lincoln.....	Erected in 1869—Brick.....	\$60,000 00
Quincy.....	“ “ 1873— “	24,000 00
Clay.....	“ “ 1876— “	7,000 00
Sumner.....	“ “ 1880— “	6,000 00
Polk.....	“ “ 1880—Stone.....	9,000 00
Madison.....	“ “ 1880—Brick.....	6,000 00
Buchanan.....	“ “ 1885— “	7,000 00
Harrison, (new,)...	“ “ 1885— “	20,000 00
Jackson.....	“ “ 1873—Stone.....	5,000 00
Grant.....	“ “ 1885—Brick.....	20,000 00
Klein.....	“ “ 1886— “	7,000 00

This list does not include a number of frame buildings that have cost \$2,500 and under, each, and does not include cost of ground upon which buildings stand.

In 1867 Prof. W. H. Butterfield was elected Superintendent of Schools, to succeed Prof. Haynes. In 1869 J. A. Banfield, who had for some time occupied a chair in Washburn College, was elected to succeed Prof. Butterfield, and in 1871 he was succeeded by A. W. Hayes, and in 1872 Prof. Butterfield was reelected, and remained Superintendent until 1881, when the present incumbent, Prof. D. C. Tillotson, was elected.

There has been a continuous and uninterrupted growth in the Topeka schools from their first organization, every succeeding year showing a substantial increase over the preceding one. The most marked development in numbers, as well as in methods, government, discipline and work, has been in the last six years.

Since 1880, the enrollment in our schools has nearly doubled, the number in 1880 being 2,900, and in 1886 being 5,000. The number of teachers employed in 1880 was thirty-eight; in 1886, seventy. Expenses during that period have increased from \$24,631, to nearly \$40,000, per annum, but the expense of education, *per capita*, has been reduced from \$1.72 per month to \$1.42, with a great increase in advantages; more commodious, healthful and comfortable buildings; more and better apparatus for illustration; later and more efficient methods. All these combined advantages have placed our

public schools upon a firm basis, and we feel that we can now say, without egotism, that our schools are fairly up with the best organized and managed systems of the country. While these figures show an attendance upon our public schools of considerable magnitude, they do not fully indicate the school population of our city. There are few towns in the West with as numerous, well equipped and well governed private schools as Topeka; and these, of course, provide for a considerable portion of our school population. There are, in our city, as shown by the census of the Board of Education, 9,000 children of school age.

The Board of Education, for the first time in its history, is now upon a financial footing that practically relieves the embarrassments that have existed in the past. It has a light bonded debt, of one hundred and seventy-nine thousand dollars, which, as fast as it matures, is being refunded into five per cent. bonds.

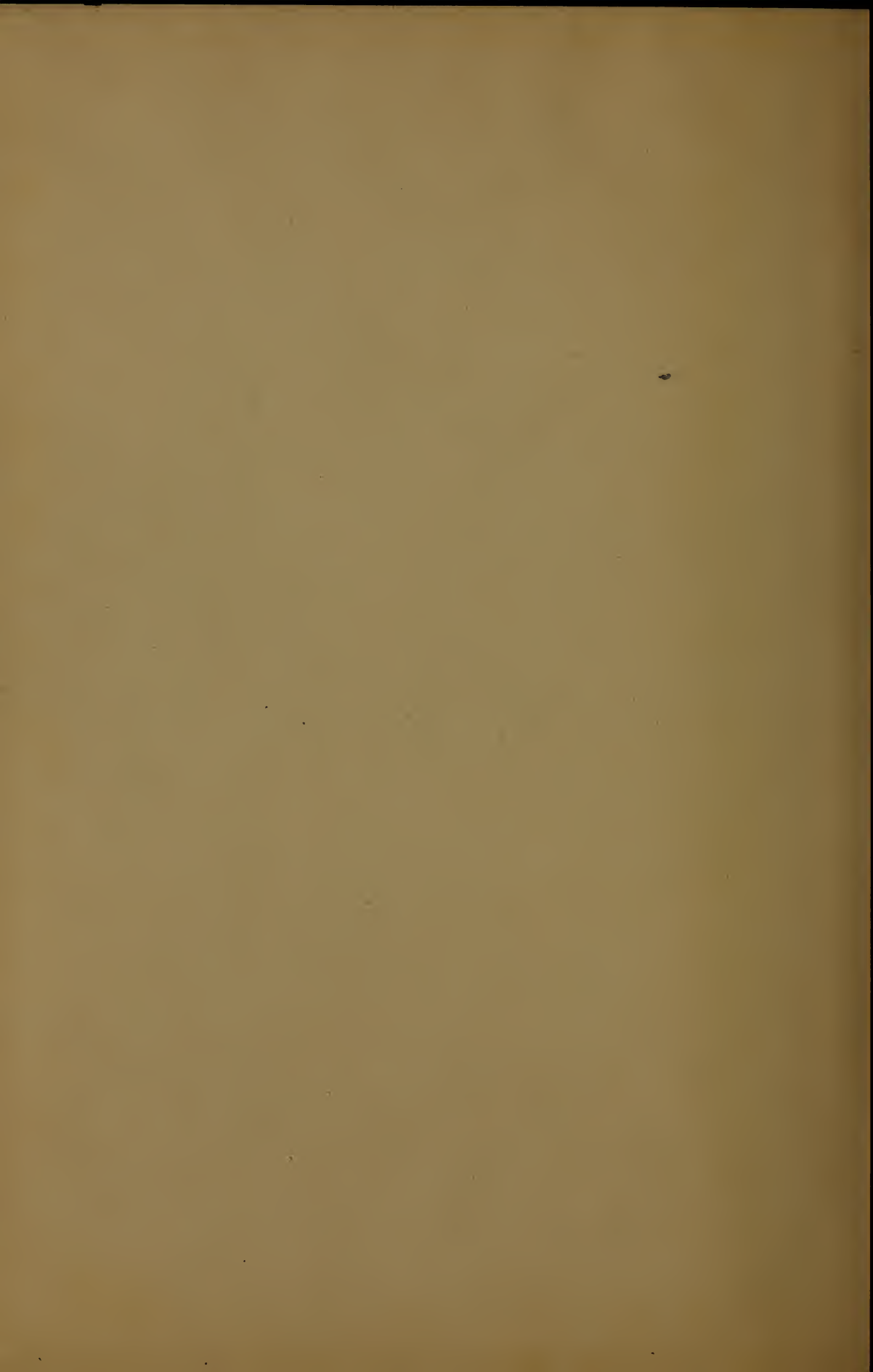
OFFICE OF THE BOARD OF EDUCATION.

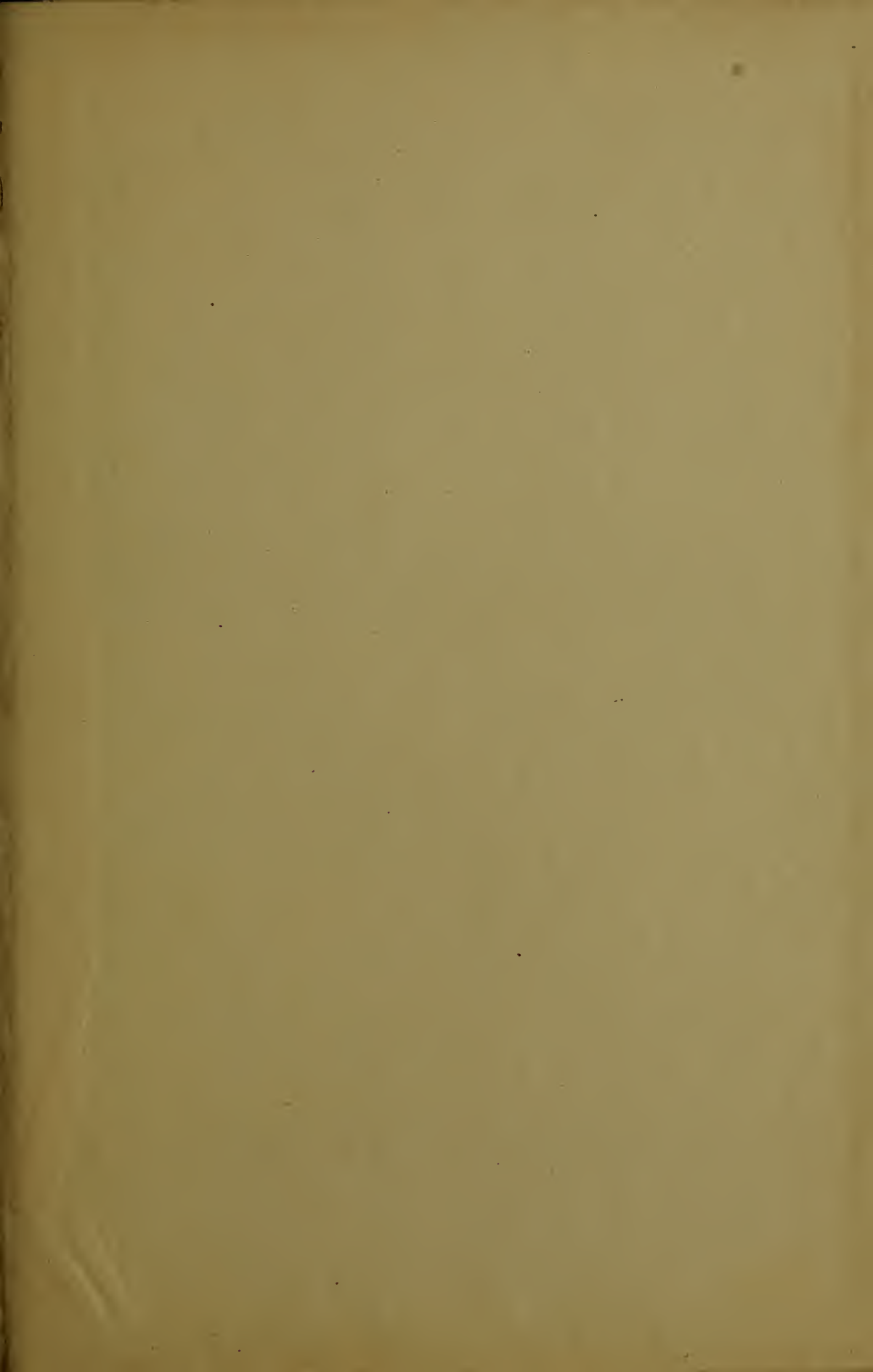
The Board of Education will see that text-books are not sold for more than the prices named below :

Arithmetic, White's Complete.....	\$0.65
Arithmetic, White's Intermediate35
Arithmetic, Thomson's Intellectual (introduction 25c.)...	.35
Algebra, Wentworth's Elements.....	1.15
Geometry, Wentworth's Plane and Solid... ..	1.40
Trigonometry, Wentworth.....	.60
Geography, Swinton's Grammar School.....	1.25
Geography, Swinton's Introductory55
Physiology, Hutchinson's Laws of Health.....	.75
Physics, Norton.....	1.10
Chemistry, Youman's Class Book	1.25
Botany, Gray's Lessons and Manual.....	2.20
Zoölogy, Packard	1.25
Dictionary, Webster's Primary50
Reader, McGuffey's First, revised.....	.17
Reader, McGuffey's Second, revised.....	.30
Reader, McGuffey's, Third, revised.....	.42
Reader, McGuffey's Fourth, revised50
Reader, McGuffey's Fifth, revised.....	.75
Grammar, Harvey's English, revised.....	.65
Rhetoric, A. S. Hill.....	1.00
History, Anderson's	1.60
History, U. S. Eclectic	1.00
Reed's Word Lessons.....	.25
English Literature, Swinton	1.75
Shakespeare, Kellogg's edition30
English Classics, Clark & Maynard's editions.....	.15
Latin, Grammar, Harkness' new.....	1.15
Latin, First Lessons, Jones.....	.85
Latin Composition, Jones.....	.70
German, Grammar, Otto.....	1.50
German, Worman's First Book.....	.50
German, Heness der Leitfaden.....	1.35
Copy Books, Eclectic10
Composition Books, Eclectic.....	.13
Spelling Blank, Topeka, Nos. 1 and 2.....	.10
Foote & Slie's Stepping Stone to Singing.....	.40
Foote & Slie's Stepping Stone to Singing, revised.....	.50
Drawing, Bartholomew, Nos. 1, 2, 3 and 4.....	.05
Drawing, Bartholomew, Nos. 5, 6, 7, 8, 9, 10, 11, 12, 13....	.10
Drawing, Bartholomew, Nos. 14, 15, 16 and 1715

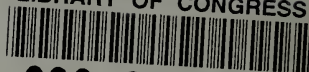
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